



L.W. Waring Elementary School
1801 Green Street
Philadelphia, PA 19130

April Brown, Principal

Shanna Pryor, Climate Manager

Dear Parents,

The staff at Laura W. Waring Elementary is committed to providing students the opportunity to learn in a safe, orderly environment, while helping them become socially responsible young people. Our school-wide discipline plan is designed to enhance these endeavors by encouraging personal responsibility and respect for others.

Attached you will find a copy of school rules, positive behavior intervention plan, consequences for misconduct, and discipline procedures. During the first week of school, staff will review the school rules with the students in class and during grade level town hall meetings to ensure that rules and consequences are understood.

Please take time to review these rules and procedures with your child in order to help guarantee that he or she has a strong understanding of their meaning and importance. School standards and appropriate student conduct are mandated by the Pennsylvania Education Code and are necessary for the creation of a successful learning environment. An important part of growing up includes learning to accept responsibility for one's actions. By working together, we can help our children learn valuable life lessons. After your discussion, please sign the form on the last page (*including date and student signature*) and return it to your child's teacher.

The safety and well-being of your child is of the utmost importance to all staff. To ensure that safe practices are observed by everyone, there are some general procedures for arrival, departure and campus visits, as well. Through our cooperative efforts, we will continue to offer an exemplary educational environment for all children; and the students will be able to take pride in their behavior and enjoy positive interactions with others. Thank you for your support.

Sincerely,

The Waring Elementary Staff

Waring School Rules

School rules are shared with the entire staff and are consistently and fairly enforced. Listed below are the general rules and related behaviors of particular emphasis.

Show Trustworthiness

- Do not enter the school premises earlier than 30 minutes prior to the start of school because no supervision is provided prior to that time.
- Children may arrive between 8:00 a.m. and 8:30 a.m. in the main school yard.
- When the 8:30 a.m. announcement sounds, students are to walk to their assigned classroom black-top area in the main school yard.
- No children are allowed in the classroom or school building without teacher supervision.
- Students must carry a pass when traveling from their classroom to another designated area. Each floor has a designated color.
- No running or shouting is permitted in the cafeteria.
- Students are not permitted to use the restroom or drinking fountain during the first and last 10 minutes of class and during transition.
- Play in designated areas on the playground.
- **Students are not permitted to go back into the classroom after dismissal time if they forget a book/homework, etc.**

OWN Behavior

- Play involving bodily contact is not permitted.
- No throwing sand, rocks, food, snow, or any object not intended for that purpose.
- No fighting or other acts of aggression, including no play fighting.
- No spitting.
- No writing or drawing on yourself, objects, or other students

Accept Responsibility

- Be honest and tell the whole truth.
- Accept the consequences for your own behavior.
- Use playground equipment as instructed.
- Play games according to school rules.
- Use technology appropriately (no youtube, snapchat, facebook, instagram videos, and any other social media sites that plays inappropriate content for school settings.)

Respond Respectfully

- Treat adults and peers with respect, valuing differences in others.
- No inappropriate language or gestures, profanity or vulgarity.
- No bullying or harassing behaviors. (**Board Policy 249 Student Anti-Bullying** establishes requirements for a safe school environment prohibiting bullying and promoting respect and understanding of others.)
- No use of technology for bullying or harassing behaviors, e.g. emails, texting or posting of unkind information on a website.

- Be cooperative and respectful when given directions.

ELECTRONIC DEVICE AND USAGE

- If a student brings an electronic device such as a Kindle, Nook, iPad, or cell phone, it must be safely secured and turned off during school hours.
- Any activity involving the use of the internet at school must conform to the district “Student Network/Internet Acceptable Use Agreement” policy which is included in the Philadelphia School District Student Code of Conduct.
- Electronic devices may be confiscated if school rules are not followed.
- Use of technology for bullying or harassing behaviors, i.e. an “electronic act,” will not be tolerated, and students will lose privileges and receive consequences when this occurs.

“Electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

An electronic act beyond school hours may create a climate of intimidation and fear at school and may result in disciplinary action.(Board Policy 249, Student Anti-Bullying establishes requirements for a safe school environment prohibiting bullying and promoting respect and understanding of others.)

DRESS STANDARDS

Children should come to school dressed appropriately for the task of learning, demonstrating their awareness of the importance of education. Students are expected to follow their school’s dress code so that their appearance does not constitute a health or safety hazard. Children’s attire should promote an environment of respect. All clothing should be in good repair and of appropriate size. *Students are expected to wear apparel that is age appropriate and reflects a sense of modesty whether sitting in a classroom or playing on the playground.*

Dress Standards are Outlined Below:

◆**Top wear:** All tops should be long enough to be tucked in, and have crew, shallow round or v- neckline or collar. There should be no bare midriffs. Tank tops are not encouraged but may be worn if the strap on the top comes to the edge of the shoulder. If the strap on the top does not come to the edge of the shoulders, a covering must be worn at all times. *(These same guidelines apply to the tops of dresses and jumpers for girls.)*

◆**Bottom wear:** All pants, shorts, skirts and skorts must fit properly at the waist and not be worn lower than the top of the hip. They should not be unhemmed or frayed and should be appropriate length. Shorts, skirts and skorts **may not be shorter than mid-thigh**. Bottom wear must be appropriately belted/secure at the waist. All belts must be appropriate length.

◆**Headwear:**Hats may be worn during outdoor activities for sun protection, such as recess and PE, bill forward, and must be removed and properly stored when indoors. Hats must be marked with a student’s name. In the interest of hygiene, students should not share headwear. Bandanas, of any color, are not permitted on school grounds.

◆**Outerwear:** Sweatshirts and jackets are considered to be outerwear. Appropriate top wear must be worn under them. Girls should wear shorts or opaque tights under dresses or skirts. This is especially important on P.E. days.

The principal, or designee, has the discretion to apply the Pennsylvania Education Code and School Board Policy regarding any situation, which causes a disruption or interference with instruction or learning. Some areas that may result in a disruption of learning include unsatisfactory appearance, inappropriate dress and/or grooming.

Following are some specific items that may be disruptive to the learning process or unsafe and, therefore, are not allowed.

- Flip-flops, sandals, open-toed or backless shoes, high heels, high heeled boots, or other shoes which might interfere with safe footing. Any shoes with built in wheels/rollers may not be worn at school.
- Jewelry or accessories that constitute a distraction or safety hazard, e.g. large hoop dangling earrings, chains or tattoos.
- Apparel, jewelry or accessories which display words/pictures/drawings relating to alcohol, drugs, tobacco, guns, gangs, violence, obscenity, or vulgarity are against district policy. This may include advertisements, such as the logos of some music groups or companies.
- Shirts or tops that are too tight or revealing, which do not reach below the waist, or which allow underclothing to show, e.g., mesh tops, spaghetti straps, low-cut necklines, oversized sleeve openings, off the shoulder tops, midriff tops, backless tops, short tops, or sheer garments.

A STUDENT COMING TO SCHOOL WITH INAPPROPRIATE DRESS WILL BE REQUIRED TO CALL HIS/HER PARENTS TO BRING A CHANGE OF CLOTHES. REPEATED VIOLATIONS WILL RESULT IN DISCIPLINARY ACTION.

WARING POSITIVE BEHAVIOR INTERVENTION PLAN

The staff at Waring Elementary believes that students should be recognized for demonstrating a high level of responsibility for appropriate school conduct. We encourage students by reinforcing their positive approach to decision-making, conflict resolution, and outstanding effort and achievement. To this end, exemplary student behaviors are celebrated in the following ways:

- Classroom Incentives and Recognition
- Eagle Buck Tickets – Given for exemplary kind, helpful and courteous behavior
- Monthly Courtesy Behavior Ticket Drawings
- Eagle of the Month Recognition
- Recognition at Trimester Awards
- Assemblies/ Special Program Awards

ATTENDANCE

A student who has missed three (3) or more unexcused days of school during a school year is considered truant under the law. Once a student is truant, the school must notify the parent/guardian in writing via the Three Day Legal Notice letter. This notice must be in the language preferred by the parent/guardian. The notice may include an offer to have a school attendance improvement conference. At the school level, truancy can result in school-based interventions (home visits, school

attendance improvement plan (SAIP), academic supports, social service referrals, or a referral to the counselor).

INTERVENTIONS & SUPPORTS (Safety Nets)

Challenging behavior has levels of severity ranging from **disruptive**(that interferes with learning) described as profanity/running around, to **dangerous**(which can be potentially harmful) described as biting/scratching/elopement, to **very dangerous**(which can be lethal) described as weapons/self-harm, etc. It's important to recognize how people grow to adulthood.

School based supports will be provided using the ABC model to understand what happens before the behavior, what the student does, and what happens after the behavior. Waring school strives to provide preventive measures, reduce challenging behavior, to improve safety and quality of life for our entire school community. Waring staff will help in a positive manner by communicating respectfully and promoting dignity. Safety strategies implemented may include help, de-escalation, provision of time to calm and settle, and prompting, to engage students in a calm and safe behavior.

School Wide Support

Create positive school-wide expectations that are clearly defined and teach school-wide expectations throughout the year. Soar with the Power of 3
Establish a school-wide acknowledgment system with opportunities for individual and school-wide recognition. Class Dojo
Use Restorative practices, Peer Mediation, Conflict Resolution, Restorative Practices, Second Step, Community Service
Establish in-school conflict resolution programs (e.g., community conferencing, peer mediation, Second Step, Win/Win).
Build relationships with students and families (get to know their interest, their dislikes, and their triggers)

Strategies To Modify Behavior

Conduct parent shadowing or student/ teacher/ parent conference.
Request students write reflective essay.
Allow independent study.
Increase supervision in non-classroom settings.
Refer to before and after school programs for additional support.
Employ targeted strategies for groups of students (e.g., mentoring programs, bullying prevention lessons).
Design social and emotional skills instruction groups (e.g., conflict management, anger-management, aggression replacement).
Check in and check out with the student
Establish an individual student-support or problem-solving team.
Alternative volunteer service (e.g., soup kitchens, shelters)
Pace the lesson more quickly to promote on-task behavior.
Actively ignore misbehavior.
Respond calmly, restating the desired behavior.
Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules).
Communicate teacher-based actions with parent.

Address the student privately
Acknowledge the student (i.e., thanks, praise, reward, etc.) for listening to you and/or exhibiting the appropriate behavior.
Student-teacher impromptu conferencing with active listening.
Establish and consistently implement corrective responses for rule violations (e.g., student loses time for valued activity, in-class time-out, time-out in another class, restitution given for property damage, restitution given for relationship damage, positive practice, loss of points or privileges)..

Intensive Strategies To Reduce Behavior

Functional Behavior Assessment for Individual Behavior Planning, Implementation and Progress Monitoring
Refer the student for individual and/or group counseling, individual behavioral health assessment, school-based therapeutic program (STS), and Student Assistance Program for mental health assessment.
Listen to the student's response and help student to recognize appropriate behaviors for him/herself.
Provide lessons to teach or reteach the student how to behave responsibly and understanding the circumstances that influenced the behavior
Create a student behavior contract
Require daily reports/self-charting.
Conduct interagency team meeting with school, parent, and/ or behavioral health providers

ADMINISTRATIVE/OFFICE REFERRALS

The Code of Student Conduct establishes policies, rules, and expectations for all school community members to learn, teach, and work together.

Consequences for students who endanger school safety or disrupt the educational experience of others are listed in detail. The Code of Student Conduct applies during school and on the way to and from school, including, but not limited to travel on School District vehicles, private transportation, and public transit systems.

Aggressive behavior, fighting, bullying and harassment are serious offenses and will not be tolerated.

SUSPENSION

Suspension is a serious matter and is used only when misconduct is chronic and/or severe. Under the Philadelphia Student Code of Conduct, a suspension from school may result from any of the following actions:

BEHAVIOR MATRIX FOR GRADES 3 TO 5

Behaviors	Rule	Consequences Levels	
		Level 1: In-school Interventions (including in-school suspension)	Level 2: Out-of-School Suspension
Possession or use of tobacco or electronic smoking devices	3C	ü	X
Profane or obscene language or gestures*	4*	ü	X
Inappropriate use of an electronic device	5B	ü	ü
Mutual fighting (without serious bodily injury)*	6*	ü	ü
Forgery of school staff or parent's/guardian's signature or cheating*	7*	ü	ü

Alteration of grade reporting, excuse notes, and/or school documents	8	ü	ü
Destruction and/or theft of property (less than \$500)	9	ü	ü
Harassment (including Sexual Harassment)	10A	ü	ü
Bullying/cyber-bullying*	10B*	ü	ü
Intimidation*	10C*	ü	ü
Sexual act (consensual)*	11*	ü	ü
Threatening students/staff with aggravated assault*	12*	ü	ü
Destruction and/or theft of property (totaling \$500 or more)*	13*	ü	ü
Breaking and entering school property	14	ü	ü
Robbery	15A	ü	ü
Extortion	15B	ü	ü
Mutual fighting (with documented serious bodily injury)*	16*	ü	ü
Simple assault on a school community member	17	ü	ü
Possession of alcohol and/or drugs	18	ü	ü
Possession and/or use of fireworks, incendiary devices and/or explosives	19	ü	ü
Instigation and/or participation in a group assault*	21*	ü	ü
Aggravated assault*	22*	ü	ü
Sexual act (non-consensual)*	23*	ü	ü
Possession of a weapon	24	ü	ü
Reckless endangerment*	25*	ü	ü
Inappropriate touch	26	ü	ü

BEHAVIOR MATRIX FOR GRADES 6 TO 8

Behaviors	Rule	Consequences Levels				
		Level 1: In-school Interventions (including in-school)	Level 2: Out-of-School Suspension	Level 3: Contract w/ Intervention or Lateral Transfer	Level 4: Disciplinary School Assignment	Level 5: Disciplinary School Assignment w/Expulsion Referral
				Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing		
Possession or use of tobacco or electronic smoking devices	3C	ü	X	X	X	X
Profane or obscene language or gestures*	4*	ü	X	X	X	X
Inappropriate use of an electronic device	5B	ü	ü	ü	ü	ü
Mutual fighting (without serious bodily injury)*	6*	ü	ü	X	X	X
Forgery of administrator, or parent's/guardian's signature or cheating*	7*	ü	ü	X	X	X
Alteration of grade reporting, excuse notes, and/or school documents	8	ü	ü	ü	ü	X
Destruction and/or theft of property (less than \$500)	9	ü	ü	ü	X	X

Harassment (including Sexual Harassment)	10A	ü	ü	ü	ü	ü
Bullying/cyber-bullying*	10B*	ü	ü	ü	ü	ü
Intimidation*	10C*	ü	ü	ü	ü	ü
Sexual act (consensual)*	11*	ü	ü	ü	X	X
Threatening students/staff with aggravated assault	12	X	ü	ü	ü	ü
Destruction and/or theft of property (totaling \$500 or more)	13	X	ü	ü	ü	X
Breaking and entering school property	14	X	ü	ü	ü	X
Robbery	15A	X	ü	ü	ü	ü
Extortion	15B	X	ü	ü	ü	ü
Mutual fighting (with documented serious bodily injury)	16	X	ü	ü	ü	X
Simple assault on a school community member	17	X	ü	ü	ü	X
Possession of alcohol and/or drugs	18	X	ü	ü	ü	ü
Possession and/or use of fireworks, incendiary devices and/or explosives	19	X	ü	ü	ü	ü
Instigation and/or participation in a group assault	21	X	ü	ü	ü	ü
Aggravated assault	22	X	ü	ü	ü	ü
Sexual act (non-consensual)	23	X	ü	ü	ü	ü
Possession of a weapon - a disciplinary transfer file must be submitted	24	X	ü	ü	ü	ü
Reckless endangerment	25	X	ü	ü	ü	ü
Inappropriate touch	26	X	ü	ü	ü	ü

Schoolwide Progressive Discipline Plan

Step 1: Warning

- Use of verbal warning and re-teaching of expectation to stop disruptive activity or behavior. (void of sarcasm)
- Teachers will implement a classroom consequence for warnings given.

Step 2: Parent Notification

- Teachers will make initial parent contact either by phone, email, classroom dojo (documents can be printed), or U.S. mail.
- Documentation of such attempts will be kept in a phone log, sent email folder or U.S. mail folder by the teacher.

Step 3: Detention with Teacher

- Teachers may hold their own detention during prep or lunch. After school detention require parental permission.

Step 4: Parent Conference

- Teachers will schedule a Parent Conference to help change student behavior in the classroom. Conferences can be via phone or face to face.

Step 5: Class Suspension

- The Administrator may suspend a student from the class for the day of the incident and following days to restorative practice room. This room is allocated for teachers participating in the instruction and oversight of the restorative practice room (1/ week minimum).
- The Administrator will request a parent conference for class suspensions that appear to represent a pattern of exclusion for any student (s) in a particular class.

Step 6: Student Referral to Counselor or Prevention and Intervention Office

- A teacher may make a referral to the Counselor for any student disruption based on the severity of the incident described as suicidal ideation, self- harm, and etc. In all cases, the teacher should make every effort to handle the behaviors in the classroom using Steps 1-4 prior to referring a student to his or her counselor or climate manager.
- A student may receive various consequences based on the infraction committed in the classroom. This includes but not limited to: detentions, in-school or out- of -school suspensions, student behavior contracts, counseling referrals and/or possible citations and recommendation for expulsion.

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Agreement Signature Page

Student Behavior and Middle School Guidelines

After reading the information contained in the handbook, complete the section below. Print the entire page and return it to your homeroom teacher.

My child and I have read and reviewed the **Laura W. Waring Handbook and School Discipline Procedures**. We understand the contents of both documents and agree to abide by them.

Student's Name/Signature

_____ / _____

Parent's Name/Signature

_____ / _____